

[Taken from and with acknowledgement to the HNAP website <http://www.hlta.org.uk/node/49>]

The processes, expectations and requirements of HLTA preparation and the formal arrangements between RPAs and PoPs were clearly set out in the HLTA Code of Practice until September 2012. Although this is no longer a contractual requirement we believe the principles remain as important as ever in order to maintain the national credibility of the status. We therefore propose that:

The RPAs within the Partnership will feedback to individual PoPs on the preparation provided in the region(s) they cover. The intention of the feedback is to contribute to the continuous improvement of preparation, to ensure that candidates presented for assessment are suitably prepared.

The RPAs within the Partnership will communicate regularly with LAs and PoPs to gain information about the number and flow of candidates being prepared for assessment by the Partnership, to ensure timely assessments.

Whilst PoPs are clearly free to alter the preparation process if benefits to candidates are identified, we strongly encourage all PoPs to engage with the following amended version of Annex A taken from the Code of Practice, as principles of best practice:

Annex A: Responsibilities of Providers of Preparation

Characteristics of preparation

The purpose of preparation is to ensure that candidates understand the HLTA standards, to make them aware of the requirements of the assessment process, and to ensure that they understand how to formulate personal responses to demonstrate their achievement of the HLTA standards

- Providers of Preparation should ensure that the HLTA preparation they provide:
 - complies with the relevant principles
 - has appropriate content
 - uses appropriate processes
 - is of appropriate duration
 - includes the checking and verification of HLTA standard 11
- Preparation is about advice and guidance on the assessment process, not about training or development in relation to the HLTA standards
- Guidance offered during preparation is generic and process-related, and cannot be allowed to compromise the assessment
- Preparation should ensure that candidates have prepared for the assessment process during which candidates demonstrate their routine work (normally from the last 12 months) by:
 - preparing records of routine activities as snapshots of their work
 - assigning their actions to the HLTA standards
 - providing task-related supporting evidence for scrutiny by assessors
 - identifying colleagues who can confirm that the activities described are part of their roles in school
 - describing how their work in school demonstrates they are meeting the HLTA standards.

Content

The content of the Preparation for HLTA should include:

- information about the assessment process
- support for candidates to register for assessment with the assessment provider
- activities to build familiarity with the HLTA standards and their application
- making candidates aware of the need to provide individualised responses to assessment tasks
- ensuring that any extracts from completed documentation referred to during preparation are for illustrative purposes only
- guidance on the assessment tasks, including the completion of documentation
- opportunities for candidates to receive generic feedback as they complete the documentation
- information about the structure of the school visit Checking of English/literacy and mathematics/numeracy requirements

The Partnership requires PoPs to complete these activities at the beginning of preparation:

- a. Check the candidates' original evidence of appropriate level 2 qualifications in English/literacy and mathematics/numeracy
- b. Make and retain a copy of the evidence, having confirmed on the record form (F17) that the copy is an exact replica of the original evidence (the copies and signed F17 will need to be sent to the RPA. The RPA will issue the candidate with a Unique Reference Number once the F17 is received
- c. Inform candidates who do not meet the literacy/numeracy requirements that they must meet this standard before they proceed with preparation and should not register.

The Partnership will provide guidance in response to queries from PoPs on the acceptability of evidence supporting the English/literacy and mathematics/numeracy requirements of Standard 11. The Partnership will check that the F17 is complete and accurate for each candidate presented for assessment and advise PoPs of any shortcomings.